

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVII.

ST. LOUIS, MAY 8, 1884.

No. 5.

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MISS JOSEPHINE C. LOCKE, of St. Louis, Secretary of the Department of Art Education, is at work efficiently to gather definite information as to what we are doing in this country in this direction. The Industrial and Art Department were among the most attractive and instructive features of the meeting of the National Association at Saratoga last year.

PROF. F. LOUIS SOLDON, of St. Louis, the "General Manager" of excursion rates to the National Teachers' Association at Madison in July, has given a good deal of time and attention to getting reduced rates from St. Louis.

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AMERICAN JOURNAL OF EDUCATION

42 Articles on National Aid

Universal Education—The Safety of a Republic.

VOL. XVII.

ST. LOUIS, MAY 8, 1884.

No. 5.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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TABLE OF CONTENTS.

Miscellaneous Editorials.....	2
Missouri.....	3
The Roll of Honor.....	4
Significant Facts.....	4
Compulsory School Attendance.....	4
Economy Demands It.....	5
This and the Other.....	5
An Increase of Wages.....	5
Arkansas.....	6
Better Wages.....	6
\$100,000,000 Needed.....	6
Louisiana.....	7
Lack of Money.....	7
Roll in the Petitions.....	7
Can You Use It.....	7
The Great Need.....	7
Tennessee.....	8
Send on the Petitions.....	8
More Money.....	8
How to do It.....	8
Florida.....	8
Petition for National Aid for Education.....	9
Iowa.....	9
Indiana.....	9
Tools to Work With.....	9
Mississippi Needs the Money.....	10
On the Move.....	10
Wise Suggestions.....	10
Ohio.....	10
Kansas.....	11
Kentucky.....	11
Texas.....	12
Georgia.....	12
Recent Literature.....	12
Good Authority.....	13
Illinois.....	14



ST. LOUIS, MAY 8th, 1884.

J. B. MERWIN, Managing Editor.
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PROF. G. L. OSBORNE, Associate Editors.
PROF. R. C. NORTON,

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OWING to the incompetency and rascality of one or two of our mailing clerks some of our subscribers have failed to get this journal. We have made such arrangements that we hope every person will now get the paper regularly.

Do not fail to notify us by postal card if the JOURNAL is not received.

WE hope our teachers numbering over two hundred and eighty-nine thousand, will all, without delay, send petitions to the House of Representatives, in Washington, asking for the passage of the Senate bill appropriating seventy-seven millions of dollars for education.

It will help very materially all school interest to have this recognition of the services rendered by our teachers made in so permanent and substantial manner. We print a form of petition on page nine.

A TELEGRAM to one of the St. Louis daily papers, from Washington, states that "Missourians seem very earnest in recommending the passage of Blair's educational bill. Lengthy petitions are received from all parts of the State by Missouri delegates, urging the passage of the bill. Representative Morgan received from T. S. Cox a petition signed by 400 citizens of Lawrence and Dale counties. The petitions are all referred to the Committee on Labor."

We wish every teacher in Missouri and the other States in the west and south had done as well as Prof. T. S. Cox, of Pierce City.

PLEASE to scan closely our "Roll of Honor" on page four. If we cannot trust those thirty-three Senators, representing as they do all parties—all creeds, and all sections—where shall we find intelligence, statesmanship and patriotism! They have heard the facts as to illiteracy—as to its danger's and also as to the needs of the country and these Senators say by their votes we need seventy-seven millions of money for educational purposes. They are voters and taxpayers as well as Senators placed in a position to conserve the best interests of this great people. Who then shall question the wisdom of their action in this matter?

DON'T forget that the National Educational Association will meet at Madison, Wisconsin, July 15th to 18th, 1884.

OUR St. Louis schools in the training and culture they are giving to the more than fifty thousand pupils in attendance are doing a most important and far reaching work. They deservedly stand high at home and abroad. This record is made by the fidelity, patience and efficiency of individual teachers—more than a thousand of them who put the bloom and beauty and fruitage of their best life into this work. They are ambitious, united and intelligent, working to the one purpose of training the children into an intelligent, patriotic citizenship. Probably there was never better work being done or more of it and it is both, eminently practical, and imperishable.

THE State Association of Missouri meets at Sweet Springs again in June this year. Write to President Coleman, of Jefferson City, for full programme.

If we do not find intelligence, patriotism and statesmanship in the persons and position of the thirty three Senators who voted seventy-seven millions for educational purposes—where in this land shall we look for these qualities? These men no not collectively record unconstitutional and unnecessary measures.

ONE of our advertising patrons brought in four letters one day a short time since from teachers who mentioned this journal as the paper in which they found just the things they needed—advertised.

THE commencement exercises of the Cape Girardeau Normal School takes place in May, and will be of more than usual interest this year.

THAT is a fine programme for the Missouri State Teachers' Association this year at Sweet Springs.

MAKE arrangements to attend the County or District Institutes this year.

MISSOURI.

IN his argument before the United States Senate for the \$77,000,000 Federal Aid to common school fund, Senator Blair deduced among others the following propositions:

"That ignorance anywhere circulates everywhere and poisons the political and social life of each State and of the whole people.

"That the remedy must be applied by those who perceive the danger; that if there is anywhere indifference to the remedy it proves that there is the more occasion for its use.

"There is neither indifference nor stolidity; there is simply an inability to combat the plague unaided but a cry of distress.

"Ignorance is worse in a republic than the pestilence.

"That the exceptional degree of illiteracy prevailing in some parts of the country as it constitutes a common danger, so it is the result historically of causes for which the whole country is responsible.

"The Senate provides a remedy in voting to give \$77,000,000 to assist Missouri and other States to increase the length of the school term and to enlarge and increase the efficiency of our teachers."

The bill has to pass the lower branch of Congress, and the 10,000 teachers in Missouri should strongly and without delay endorse the action of the Senate by sending petitions with thousands of signatures to the fourteen Representatives the State has in Congress, asking for the passage of this measure, as it will give Missouri, on the basis of 208,754 illiterates, \$2,575,978 to add to school fund.

CIRCULATE the printed page among the tax-payers so that they may know what and how much our teachers are doing.

THE ROLL OF HONOR.

WE present below a list of the names and States of the thirty-three United States Senators who voted for the bill appropriating *seventy-seven millions* of dollars for educational purposes. These Senators do not vote *seventy-seven millions* of money away for unconstitutional or unnecessary projects!

Hon. Henry W. Blair, New Hampshire.
 Hon. Joseph E. Brown, Georgia.
 Hon. Wilkinson Call, Florida.
 Hon. Angus Cameron, Wisconsin.
 Hon. Alfred E. Colquitt, Georgia.
 Hon. Omar D. Conger, Michigan.
 Hon. Shelby M. Cullom, Illinois.
 Hon. Henry L. Dawes, Massachusetts.
 Hon. Joseph N. Dolph, Oregon.
 Hon. G. I. Edmunds, Vermont.
 Hon. Wm. P. Frye, Maine.
 Hon. Augustus H. Garland, Arkansas.
 Hon. James Z. George, Mississippi.
 Hon. Wade Hampton, S. Carolina.
 Hon. Benj. Harrison, Indiana.
 Hon. Geo. F. Hoar, Massachusetts.
 Hon. Howell Edmunds Jackson, Tennessee.
 Hon. Benj. Franklin Jonas, Louisiana.
 Hon. Charles W. Jones, Florida.
 Hon. Jno. E. Kenna, Virginia.
 Hon. John A. Logan, Illinois.
 Hon. Samuel J. R. McMillan, Minnesota.
 Hon. F. Manderson, Nebraska.
 Hon. Warner Miller, New York.
 Hon. Justin S. Morrill, Vermont.
 Hon. Austin F. Pike, New Hampshire.
 Hon. Orville H. Platt, Connecticut.
 Hon. James L. Pugh, Alabama.
 Hon. Matt. W. Ransom, N. Carolina.
 Hon. H. H. Riddleberger, Virginia.
 Hon. Philletus Sawyer, Wisconsin.
 Hon. John S. Williams, Kentucky.
 Hon. James F. Wilson, Iowa.

Seventy-seven millions of money for school purposes will help the teachers out.

The bill passed the Senate appropriating this amount by a large majority.

Our subscribers may have noticed that we have been urging such action for some time. We are glad to report progress!

SIGNIFICANT FACTS.

WE invite attention to the following significant facts which appeared in the *St. Louis Daily Republican* as a special dispatch from Washington, D. C., under recent date.

A FEDERAL FUND.

* * * The census shows that both at the north and south the increase of illiteracy has been greater than the increase of population.

COMPARISONS.

Eight of the southern States—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Virginia—have over 40 per cent. of illiterates of all classes, white and black. The whole number of persons, white and colored, in the sixteen southern States was 18,500,000. Of these the number of illiterates was

4,715,395, or 27.1 per cent. This illiteracy is largely confined to the colored people, 47.7 per cent. of whom (3,220,878) cannot write, while only 6.96 per cent. of the whites (3,019,080) are in that condition.

It appears that in 1880 Illinois expended per capita five times as much as Alabama; New York six times as much as Georgia; Massachusetts seven times as much as Mississippi, and California twelve times as much as North Carolina; or if we compare the States as nearly alike in population, it appears that Alabama, with a population of 1,262,505, expended in 1880 for school purposes \$375,465, while New Jersey, with 180,000 less population, expended \$1,028,370, or five times as much.

IN ANOTHER LIGHT.

But the property of New Jersey was assessed at \$606,415,561, while that of Alabama was only \$120,000,000, or one-fifth as much. Thus relatively the two States were upon an equality, and Alabama taxed herself for education as heavily as New Jersey. So also Wisconsin, with about the same population as North Carolina, expended more than six times as much for schools, but the property of Wisconsin was five times greater. Comparison of the other States discloses the same result.

NOT DISCREDITABLE.

These statistics, while showing how great the educational needs of the southern States are, also show that, in proportion to their ability, they have not been far behind other States of the Union. As the result of the war the South lost over \$4,000,000,000. Since 1860 the population of Alabama has increased 31 per cent., while her assessed valuation has diminished 72 per cent. In Arkansas the population, during the same period, nearly doubled, while the sources of education have fallen more than one-half—twice the number to educate and only half the means for the purpose. In seven of these southern States—Alabama, Arkansas, Florida, Georgia, Mississippi, Louisiana, South Carolina—the shrinkage of values has been over one-half, and in several of them nearly three-fourths.

As further emphasizing this loss of values in those States, their condition may be contrasted with other portions of the country. The census shows that Indiana gained 77 per cent. in wealth, New York 91 per cent., New Jersey 98 per cent., Rhode Island and Illinois 102, Massachusetts 104 and Pennsylvania 134, while some of the newer States gained from 217, as in Michigan, to 406 in Minnesota and 1,120 per cent. in Nebraska. The illiterate portion of the colored race alone furnished over one-tenth of the whole voting population of the United States. In 1876 Mr. Tilden's majority of the popular vote was 157,894; in 1880 Mr. Garfield's was only 3,033. There were 1,871,277 illiterate voters in the Union,

or enough to overcome twelve times as large a majority as Mr. Tilden had, and over sixty times the majority of Mr. Garfield. In 1880, 58 of our 76 Senators and 292 of our 325 Representatives, nearly nine-tenths, were from States and districts where illiterate voters held the balance of power.

WE have urged the matter of a more prompt and liberal payment of our teachers for their work for some time. Missouri has responded and increased the wages of every teacher in the State, \$19.62, under the able administration of Hon. R. D. Shannon.

This is progress in the right direction, which our teachers will appreciate.

The Senate of the United States has just voted *seventy-seven millions* for educational purposes. This is still better. The work of the AMERICAN JOURNAL OF EDUCATION begins to tell *directly* in the shape of positive, permanent help to teachers in every State in the Union.

COMPULSORY SCHOOL ATTENDANCE.

EVIDENTLY this question assumes new importance and it is to be given more careful consideration in the light of the revelations made by the figures of the last census.

Nearly 50 per cent. of the children of school age do not attend school at all, either public or private.

Illiteracy in some portions of the country, according to the careful statements of Rev. Dr. Curry, the agent of the Peabody fund, is actually increasing, despite the best efforts that can be made to educate the children.

In Tennessee several of the leading county superintendents state the case as follows:

W. H. Lackey, of Lawrence county, says:

I firmly believe that we ought to have a law enacted to *compel* careless parents to send their children to school for a certain length of time. Many parents, through stinginess, carelessness and contrariness, are depriving their children of the benefits of the schools, and are permitting them to grow up in vice and ignorance. Such parents should be forced to bestow upon their children what is justly due—a common school education.

Mr. H. T. Williams, of Lincoln county, says:

From *tax-payers* and thoughtful men all over the county only one cry is heard: "Let us have a compulsory law." "If we are forced to pay taxes to maintain public schools, why not force our neighbors to give their children the benefit of the money?" Ac-

cording to this report thirty-eight children in every hundred never enter the school-room. Out of the remaining sixty-two about forty stay in school long enough to do any good.

Mr. W. A. Harrison, of Obion county, says:

It is a source of disappointment to realize the fact that, in this county as well as in every county in the State, many children are allowed to grow up into manhood and womanhood without receiving that amount of education necessary to enable them to exercise an intelligent citizenship.

Free though we may call ourselves in this grand republic; yet, is there not such a condition as may require at least a thin web of restraint and compulsion? In other words, would not a compulsory school law bring a message of blessings to our fair State? It has done so in older counties than ours, and would, assuredly, not fail in this.

Mr. H. F. Wheat, of Roane county, says:

If a reliable system of compulsory education were left to a vote of the citizens of the county it would certainly be sustained. I think if such a law was passed and provisions to carry it out, it would be better than the present system. Under the present system there is a large per cent. of the scholastic population never enrolled in the schools at all, and a large per cent. of those enrolled leave school at the end of the first or second month.

We could multiply these extracts indefinitely if we had room.

We shall give further data in the future.

The St. Louis Society of Pedagogy evidently started out on the right track, and we shall hope they will steadily pursue the matter until the subject is thoroughly discussed and some practical measures shall be adopted to relieve us of evil of "absenteeism."

WE ought to have, in the country districts a *ten month's* session of school, so divided as to accommodate the local necessities. Then our teachers could be fairly compensated and the children would not, as they now do, lose nearly all they gain between sessions. If the House of Representatives pass the Senate bill appropriating *seventy-seven millions* of money for educational purposes we can secure the money to continue the schools ten months without increasing materially local taxation.

Can we not all take hold and roll in the petitions to have the House pass the Senate bill?

We print a form of petition, which covers the ground, in another column.

We hope every teacher will clip it out—sign it, get his friends to sign it, and send it to the House of Representatives *without delay*.

THE vote of that "Roll of Honor," should silence every person of common sense, as to the necessity and constitutionality of national aid to education.

ECONOMY DEMANDS IT.

ON the question of compulsory school attendance, Prof. Woodward, of the Manual Training School of Washington University, made the following points at the late meeting of the St. Louis Pedagogical Society:

1. In a government which is not paternal education supported by general taxation is to be justified on the ground that education is a necessary basis of good citizenship.

2. Public education should be sufficiently extended to reach the threshold of every honorable occupation or profession.

3. A certain minimum should be required of every child, i. e., to a certain extent education should be compulsory, this on the ground of self-defense.

4. Every vagrant child should be arrested by the police and turned over to a board of truant officers, who should place the truant in school.

5. Bad boys and girls who cannot safely be allowed in district schools should be sent to public reform day schools, of which there should be three or four scattered through a city, under the sole care of the school board.

6. As to cost, in the end it is in the interest of economy on the part of a community to establish compulsory education. The cost of maintaining truant officers, providing additional buildings and teachers for the resulting increase in daily attendance, will be more than saved in the diminished cost of police and penal departments. A minimum education is a first duty, and no community, north or south, east or west, is too poor to pay its full cost.

THIS AND THE OTHER.

ANNIE C. BRACKETT.

TO ALL those who recognize that the business of the school is to train mind and character and not simply to impart information, it will be evident that there is much to do day by day besides the listening to recitations or even the giving of lectures. There are many things of far greater importance to the growing child than to be able to give in order the names of the rivers which flow down the Atlantic slope, or even to gain the power of performing difficult examples in compound analysis.

The stress which is laid in too many schools upon marks and high percentages, tends to lead teachers to suppose that the lessons are the main business of the school. It is true that "deportment" is sometimes "marked," and it is also true that in some schools, adverse marks on deportment are made to affect the class reports as to lessons—a radically wrong custom. But after all, the marks on deportment are far from being as exactly proportionate as those for lessons. And again, those

marks often refer to nothing more than the quietness of the pupil during study hour. If, for instance, a pupil disturbs the teacher during a recitation, he is often given a "bad mark or a check." But as there is little discrimination made as to kinds of offense, and as the account for these marks can generally be squared at the close of school by staying some ten minutes overtime, or by losing one's recess. While the account for failure in lessons runs on all through the term, and influences the assigned position at the closing show, it is not to be wondered at that the pupils as well as the teacher hold to the idea that all habits, save that of correct recitation, are of minor importance.

And yet that the man or woman should be punctual, orderly, just and utterly truthful is of far greater importance than that he should be able to give the boundaries of every State in the Union, or should know the date of the Trojan war, or even of the wars of the Rusias and of the settlement of all the colonies in North America.

It is not enough even to allow that order is necessary so that the teaching may go on, for that is making of it only a means to an end. The teacher must realize that order is necessary for its own sake, punctuality for its own sake, and truth for its own sake. And the teacher who knows that, as Dr. Eliot has so opportunely said—"the school is to teach men to live, and not to earn their living," will never lose sight of this truth.

But that a large number of teachers have not recognized this, is sadly shown when educational papers and those other journals which are not educational, but which dole out to us teachers, weekly, columns of most astonishing advice and counsel, award special praise and notice to a teacher whose school-room floor happens to be passably clean. These kindly advisers suggest that "pupils may be allowed to pick up the papers from the floor, at close of school in the evening, about their respective desks." But what business, forsooth, have the papers to be on the floor at all? And how much good shall we do by requiring the pupils "to arrange the books of their desks in good order at the close?" This is not order at all. The books, etc., in every desk should be in order at every moment of the day, and the papers should never be allowed to reach the floor. And again, are we fallen so low in our business as to make it necessary for others to advise us to "keep our own desks in model condition?" Any teacher who does not do this had better take lessons from the deck-hands on a steamer, or the assistants of the cook in the kitchen.

Many fall in the management of a school, and many more carry on the school to its final theatrical show at the end of the term, and do their pupils more harm than good from the neglect of things which they do not

consider worth their attention. We should never forget that "dirt is only matter out of place," and the pupils who spend three months in a dirty school-house, will be likely to leave it at the end, with their minds and spirits awry also, and, I suppose, might be considered being in a condition of spiritual dirt.

These "little things" strike deeper than we know. They lie at the root of the child's character and are of infinitely greater importance to him than all the book information he may pick up or have plastered on him. That he should be punctual in keeping appointments, just in his dealings with his fellow men, honest and exact in fulfilling his engagements, truthful in small matters, is what every teacher in the land should be daily and hourly making vital truths in his soul, and not by precept so much as by example. The school offers opportunities for this work which are lacking in the family.

And as to truth. In how many schools, this summer, will there be read from platforms, essays which the teacher knows and every pupil knows, are not the production of their reputed authors? The public who listen and applaud and throw flowers, ought to know that this is so. The subjects are far above the heads of girls and boys of that age. The facts are often all gathered by a teacher, the analysis in many cases made out by a teacher, the sentences suggested by a teacher. And then the pupil reads or recites the patch-work as his own, and modestly receives the plaudits. Could there be any more insidious way of teaching the excellence of falsehood than this? The whole exhibition would be absurdly ridiculous if it were not profoundly sad. And then we must remember that all the regular school work has been for weeks sacrificed to preparation for the coming show.

We are a good-natured people? Yes, but we cannot afford to be an unpunctual, disorderly, unjust and untruthful people.

And after the Cincinnati riot we certainly ought to recognize "the peculiarly American tendency to ignore abuses until they become intolerable, which is at the bottom of half our governmental failures, especially in large cities."

Our work, as teachers, should be a preventive one. Is it consciously and constantly so? Is it of the lessons or the character that we are thinking most? What are we working for, this or that?

Our lessons should be only the means to the greater end, and if they are not so, we have mistaken our work and are doing harm rather than good.

The two Senators from Missouri seem to forget the awful fact so plainly stated by Governor Crittenden, that "Parsimony towards education is liberality towards crime."

MR. THOS. E. GARRETT, editor of the St. Louis *Daily Republican*, says truly that "the work of a teacher is at the foundation of all the professions; and, in the highest sphere of its mission, the profession of a teacher stands at the head of them all. It is the first in the order of time, the first in importance, and the grandest in its ultimate expression. It lays the base, and crowns the column with the capital, in all the orders of mental architecture. To use another figure—it is the true husbandman of culture; it prepares the soil, sows the seed, gathers the harvest, and garners the golden grain."

This is the work our teachers are doing. Is it not worthy of the high recognition given it by the United States Senate in appropriating, by a vote of 33 to 11, seventy-seven millions of dollars to make it more effective? We think so.

AN INCREASE OF WAGES.

THE average increase in the wages of the school teachers of Missouri, according to Dr. Shannon's last official report, dated Jan. 3, 1883, was \$19.62 (see page 5.) If the House of Representatives pass the Senate bill appropriating seventy-seven millions for educational purposes, together with the large increase in the taxable property of Missouri, there should be a still larger advance made in the wages of our teachers for 1884. We are sure if the tax-payers are kept fully posted as to the important and far-reaching results of the work done in our schools, this *deserved* recognition of the services rendered the State by our teachers will be kept up.

What has been done in this direction in Missouri, we are sure can be done in all the other States with the added help of this *seventy-seven millions* of national aid.

We want the teachers to unite and pour in the petitions to the House of Representatives for this appropriation. We will furnish the facts right along, if our teachers will take hold and circulate them. We think this is all that is needed to secure the passage of the Senate bill by the House of Representatives. We have over 200,000 teachers. A strong, active, intelligent body of workers. Let them all unite to send on petitions without delay.

THE church expenses of New York are said to be \$3,000,000, the police expenses are \$4,000,000, public amusements \$7,000,000, and intoxicating drinks \$60,000,000. This is the direct cost of liquor; but it is not possible to compute the indirect cost.

EVERY right-minded man must be sick of listening to the flings that are made at rich men, simply because they are rich. It is rebuking economy and thrift, for few men, however large their income, become rich unless they possess these qualities.

ARKANSAS

J. K. KELLOGG, { Editors.
J. B. MERWIN,

ARKANSAS.

SENATOR BLAIR, in speaking on the Federal Aid bill, which recently passed the Senate, to give \$77,000,000 to the common school fund, said in fourteen Southern States "the total yearly school expenditure for white and colored races is \$7,339,932, or one-tenth of the whole amount expended in the United States, while these Southern States contain one-fifth of the school population. The causes which have produced this state of things in the Southern States are far less important than the facts themselves, as they now exist. To find a remedy and to apply it is the only duty which devolves upon us."

Our 2,000 teachers in Arkansas ought to be deeply interested in assisting to get this Federal Aid bill through the lower branch of Congress. These teachers can get thousands of signatures to petitions asking the Congressional Representatives to favor the passage of this measure as it will give the States on the basis of per capita distribution for 202,015 illiterates, an addition of \$2,492,865 with which to enlarge the number of teachers and schools and to increase the teachers' salaries as well as the length of the school terms. 12 K.

THE wages of our teachers should be increased so that we can hold on to and promote those who have proved themselves to be competent. 13

We are able to report an increase of \$19.62 for every teacher in the State of Missouri.

This journal costs but \$1.00 per year. What it has done for the teachers of Missouri it can do for the teachers of every other State—if they will circulate it. Try it—it will pay you!

A LARGE number of teachers of Arkansas have already notified the committee that they propose to attend the State Teacher's Association to be held at Morrilton, June 17th, 18th and 19th. It will be a strong meeting.

PROF. T. L. COX, of Clinton, Ark., is building up a strong practical grand school at that point. It is elegantly furnished with all the needed appliances, and Prof. Cox stands deservedly high as an instructor and a disciplinarian.

THE Arkansas Teacher in speaking of the renomination of Hon. W. E. Thompson for State Superintendent of Schools, gives him a strong cordial endorsement—well deserved as follows:

"Thoroughly fitted in head and heart; actively engaged in the special work; animated by a commendable ambition to elevate the standard of citizenship in his State; a life long and a most successful teacher; these are his qualifications. Their combination almost enables us to say that the men who have the educational interests of Arkansas at heart will with decided unanimity call Hon. W. E. Thompson to succeed himself. This is our wish and with all respect for other candidates, should there be any, shall be our work."

GIVE us the means to employ competent teachers and we will insure the adoption of good methods of teaching.

It does not matter quite so much where we were born—as what we do after we get started in the world. We are responsible only for what we do or fail to do.

BETTER WAGES.

IN order to secure an advance in the wages of our teachers Gen. Eaton suggests two measures; first, a fixed minimum salary in each State, second, increased funds for the payment of teachers. The latter measure engages attention because connected with the proposition for national aid to education.

The Seventy Seven Millions of money appropriated by the Senate bill will aid all the States to increase the length of the School term and to pay our teachers more promptly and liberal without an increase of local taxation.

Efficient modes of testing the qualification of applicants for teachers' positions are demanded. Normal school diplomas ought to be sufficient guarantees for the service, and in most States are so regarded. In the case of candidates who are not normal graduates, examination is required. The improvement in this exercise is one of the most encouraging indications of progress in public school affairs. It is noticeable in the constitution of examining boards, in the subject matter of examination, and in the graduation of certificates.

WHY are the school terms so short? Is it not for lack of money? Will not seventy-seven millions help out? We think so. Such a bill has passed the Senate. Send a petition signed by yourself and friends to your member of Congress, asking him to vote for the passage of the Senate bill in the House of Representatives.

LET us all take hold now—and circulate the petitions to have the bill, appropriating seventy-seven millions for school purposes, which passed the Senate, acted upon in the House of Representatives. It will help every teacher permanently and pecuniarily.

THE efforts we have been making with this journal to secure an increase in the wages paid our teachers, resulted in an advance step taken in Missouri. \$19.62 was the increase in a single year. What has been done in Missouri, can be done in every other State, and more, too. We have been advocating an appropriation, by Congress, for educational purposes, and the Senate of the United States have passed a bill appropriating seventy-seven millions for this purpose—progress!

\$110,000,000 NEEDED!

THE Senate of the United States voted seventy-seven millions for educational purposes.

The Current, of Chicago, does itself and its readers the justice to quote the following statement from Gen. John Eaton as to the present requirements of our public school system:

"Gen. Eaton states that against the attendance upon the public school there is a non-attendance of 5,754,759; but, allowing that the added hundred thousands are in private schools not reported, there remains 5,000,000 children of school age in the country. To furnish these sittings in buildings, at the usual average of twenty dollars a seat, would cost one hundred millions in money. To furnish them teachers would require an increase of thirty thousand of the teaching corps, and a single year's preparation of these teachers would cost over a million of dollars, aside from other expenses incurred by each person. The pay of these thirty thousand teachers, according to Gen. Eaton, for one year of ten months, at the rate of thirty-two dollars a month, which is the average throughout the country, (what a contemptible average it is for a civilized country!) would amount to \$9,600,000, and other incidental expenses would bring up the grand total, required for the first year, to \$110,000,000. General Eaton, therefore, demonstrates that Senator Logan's proposition to appropriate \$60,000,000 in aid of education is not the laughing matter some persons, who have never investigated the subject, are disposed to make of it. Clearly this aid by the General Government

to education,' General Eaton holds 'can do no violence to that constitutional provision which authorizes Congress to act for the general welfare, and under which so many millions have been freely voted to roads, rivers, and internal improvements.'

IF our friends will try and write the names and post-office address of subscribers very plainly when they send them in, the JOURNAL will surely go regularly and promptly. We send it without fail, but sometimes the person for whom it is intended does not get it—because the name is not written as plainly as it should be. Write names plain.

IN the cities the schools are continued ten months. They are thoroughly organized and graded, and there are a thousand and one other influences at work to help educate, in addition to what is done directly for the pupils ten months. The result is that city influences dominate the legislation and literature of the country. This is inevitable until we improve the country schools.

The first step to take in this direction is to arrange to continue schools ten months in the year in the country. The second step is to employ more competent teachers. We can do both of these when we get the money.

The Senate of the United States has passed a bill appropriating seventy-seven millions of money for education. This will very materially help the country districts and the country teachers in a pecuniary way, if the bill passed the House of Representatives. Every one of the 280,000 teachers in the country should send petitions to have the Senate bill passed by the House at once.

WHAT are our friends in Arkansas doing to secure the passage of the bill appropriating seventy-seven millions for education? It passed the Senate by a large majority. Let us petition the House of Representatives to pass the bill! We print the petition in another column.

Look over that "Roll of Honor" on page four when anyone questions either the constitutionality or necessity for federal aid to education which we have been urging for months in the columns of this journal. Have you signed the petition on page nine? Do so and send it on at once.

THE "Great Wabash" line took most excellent care as usual of the German teachers and their friends who visited Chicago last year, and will do as well, or better this year by those who visit Madison to attend the National Teachers' Association.

LOUISIANA

American Journal of Education.

GEO. D. ALEXANDER..... { Editors.
J. B. MERWIN.....

LOUISIANA.

THIS is a graphic sketch of the condition of things in Louisiana, made all the more so by the timely and patriotic statement of Hon. H. W. Blair in his speech for national aid to education.

We should think Senator Beck of Kentucky would be ashamed of himself as his people are of him.

Mr. William O. Rogers in response to an inquiry of Senator Blair made the following statement. We invite careful attention to it:

"For several years past, the teachers have not been paid for two or three months of the year, and have held our school system together by their *unrequited labors* during that period.

"Mr. President, I challenge the history of the world to produce a fact more honorable to humanity than the noble self-devotion of this body of instructors of youth or more *disgraceful* to a great people than the neglect of both State and Nation which rendered their self-sacrifice necessary.

"Notwithstanding the fact that the city of New Orleans has entered upon a prosperous era, those who control its finances maintain that they are giving as much to education as can be spared from the general revenues. I do not propose to question the correctness of their statement, or the wisdom of their policy. I only know that we do not get enough, and that those who make the appropriations say they cannot give us more. I know also, that it follows from this want of money, that our schools are not doing all the work which they might otherwise do, and that, more and more children are growing up in ignorance and idleness, with stronger inducements to *immorality and vice*. That is the statement of the condition of things in the rich city of New Orleans."

THE QUESTION ANSWERED.

Mr. Wm. O. Rogers answers Senator Blair's question as follows:

What would national aid do for Louisiana?

"It would enable parish school boards to open schools where there are none now for want of funds.

"It would prolong the sessions of schools which are now kept open for one, two or three months only.

"It would draw large numbers of children from idleness and ignorance to the school buildings, and it would enable school boards and other authorities to employ trained, competent teachers, who should be paid reasonable salaries with a regularity and promptness which secures cheerful and skillful service.

LACK OF MONEY.

MR. WM. O. ROGERS Superintendent of Schools in New Orleans says:

"With those who are engaged in educational work, I know of no difference of conclusion as to the necessity of aid. You are furnished with the statistics of illiteracy. It is not necessary to repeat them here. They are not mythical. Those who are engaged in the work of education know that illiteracy is a present factor, and that statistics simply reveal how much is done or not done, and how insufficient are the means at our command.

"Our school population in New Orleans between six and eighteen years of age was 61,456 by census of 1880. For the year closing December 31, 1881, the whole number of pupils enrolled in our public schools was 24,401; average daily attendance, 14,566; average roll, 17,027. Our school population has increased while school attendance has diminished. For the current year our total enrollment will not exceed 17,000, and our average attendance will fall short of 13,000 pupils.

OUTSIDE OF NEW ORLEANS.

Mr. Rogers says: "So far as the condition of public education in Louisiana, outside of New Orleans is concerned, it seems to me of even greater importance that we should have outside assistance if we propose to make any advance in overtaking illiteracy. The total school population of the State is 273,845. From the last published report of State Superintendent E. H. Fay, the attendance in all the public schools of the State, including the parish and city of Orleans, in 1880, was: whites, 31,642; colored, 22,670; total, 54,312, or less than 20 per cent of the school population. Outside of New Orleans, in 57 parishes, there are 819 schools, with 16,326 white children and 17,075 colored children. The average salary of teachers was \$25.62 per month. Six parishes reported, No schools for want of funds. Nineteen parish boards report a session of three months or less. The aggregate of all months reported from all the parishes was 144."

ROLL IN THE PETITIONS.

THE need of trained, competent teachers is sadly felt in this State. We need a normal school, need money to equip it and to pay instructors. We need all this without further delay.

Senator Blair, in his speech urging the passage of Federal Aid to common schools, said:

"The indispensable standard of education for the people of a republic is far above the mere capacity to read and to write the language in common use in a limited or perfunctory way. The education obtained in a common school and imparted, if necessary, with compulsion by the State should be such as to enable the citizen sovereign to obtain and interchange ideas and knowledge of affairs as well as to transact intelligently and safely all matters of business in the avocations of life."

The Senate having passed the bill it is now in the House of Representatives, and Louisiana with its 2,500 teachers should go at work immediately to roll in mammoth petitions to Congress asking their Representatives to vote for this measure.

Louisiana's share of this proposed appropriation of \$77,000,000 will be \$3,928,014. This addition to the State Fund would encourage and foster an awakened spirit of educational enterprise throughout the State.

With this amount of nearly four millions added to our School fund we could not only establish more schools but we could increase the length of the School term to *ten months*, and properly and promptly compensate our teachers for their labors. Roll in the petitions!

CAN YOU USE IT?

KNOWLEDGE, like the blood, is only healthy while in brisk circulation. Its work is to supply the veins and arteries of our mental life, thus continually being transformed into new thought and fresh activity. It should feed our whole lives, making them richer, happier, more powerful, more valuable. The knowledge that does this has attained its object, whether it be the highest culture of the schools, or the practical business of the office or the factory; whether it be the latest results of scientific research, or the faithful observation of a single flower; whether it be the knowledge of human nature that enables a general to conduct a cam-

paign, or that which helps a gentle woman to maintain harmony in her family. At the best no one can know much. Compared with the infinite realms above and beyond us to be yet discovered, the knowledge of the most learned man covers but a tiny spot, and what fraction of such a spot ours may cover is but a small matter. But it does matter to ourselves and to all around us the use we shall make of what we do possess; whether we shall carry it around for exhibition, or whether we shall convert it into a living force, to elevate our own natures and to bless and help mankind.

"**T**HE AMERICAN," (Phil.) says: "We regard the passage of Mr. Blair's bill as a victory for the friends of the proposal to aid the States and the people by utilization of the surplus. Almost every argument that could be adduced against that proposal was urged against this bill. Yet the Senate has passed the bill by a vote of more than three to one, and after the fullest hearing of constitutional and practical objections from members of both parties. We have little doubt that it will obtain a good majority in the House."

THE GREAT NEED.

IF the House of Representatives respond to the demands of the hour and pass the Senate bill appropriating *seventy-seven millions* for educational purposes it will relieve and render less dangerous the following official facts:

Out of 4,880,531 white persons between 10 and 14 years old in the Union, 579,194, or nearly 12 per cent., were unable to write; of 834,655 colored persons of the same age, 552,771, or more than 66 per cent., were unable to write. Of 5,295,667 white persons between 15 and 20 years old, 383,423, or more than 7 per cent., were ignorant, and of 829,317 colored people of like ages, 520,207 or nearly 63 per cent., were so. The statistics force the Commissioner to remark how great the need is for special effort toward the cultivation and improvement of the colored youth in our nation.

PRESIDENT Steel, of the Philadelphia Board of Education, in his annual report called special attention to industrial education. He said, "the time had come for the Board to submit to Councils a plan and estimate of costs for such an industrial-art school as the city should possess."

HORSEFORD'S ACID PHOSPHATE In Sickness,

Is of great value. Its action on the nerves of the disturbed stomach is soothing and effective.

TENNESSEE

American Journal of Education.

W. E. BELL..... Editors.
J. B. MERWIN.....

TENNESSEE.

THE signs of the times here indicate steady progress. Hon. Thos. H. Paine, our State Superintendent of Public Schools, is doing a strong and most admirable work. He says:

"The fact that the State should maintain "a uniform system of public schools" is nearly assured. The growth of population continually requires additional educational facilities; but our increasing wealth at the same time supplies the means for meeting the new demands, so that our school interests are steadily keeping pace with the general progress of the State. This fact is clearly shown by the large excess of receipts of school money for the last scholastic year, over those of any former year. It will be seen by reference to the statistics that these receipts amounted to \$1,204,738 40, including the balance on hand July 1st, 1882."

On the matter of County Superintendents, he says:

"I confidently look forward to the time when every county superintendent in the State may give his entire time and best efforts to the general supervision of the schools in his county. In the great majority of counties, the County Courts have chosen their County Superintendents from the very best men, but inadequacy of compensation prevents many of them from devoting themselves to the arduous duties which the law imposes upon them. The work of proper supervision of schools requires more time than they can spare from private affairs, with such little remuneration. Yet I venture to say that, with very few exceptions, a more earnest and competent corps of workers cannot be found than the County Superintendents of Public Schools in Tennessee, I cannot therefore too strongly urge the importance of a more adequate compensation to these officers, both as an act of justice to them and as a measure of efficiency to the schools." B.

WE need the money for education—seventy-seven millions. We can get it if our teachers take hold and circulate the petitions printed in another column. The Senate has already passed this measure by a large majority.

SEND ON THE PETITIONS.

"I do not believe that there is an average daily attendance of 10,000,000 or one-half of our school population twenty weeks of the year. I do not think there are sittings or accommodations of any kind, no matter how primitive and inexpensive, for one-half our school population. We have now less than 300,000 teachers and an average of more than 66 pupils for each. We require at least 200,000 more, and both the professional standard and the pecuniary compensation of the body as a whole should be very much raised." Senator Blair's speech for \$77,000,000 in aid of common schools.

This bill having passed the Senate and gone to the House, teachers in Tennessee, who are nearly 8,000 strong, should immediately circulate petitions in favor of this measure, and after securing several thousand signatures send them to the Congressmen from this State.

If the proposed measure becomes a law, Tennessee will have \$5,068,049 added to its school fund.

With this money the State could greatly improve its school accommodations and largely increase salary of teachers. It can be secured with the earnest co-operation of friends of education in Tennessee and other States.

MORE MONEY.

We need more money here, not only to properly compensate our County Superintendents, as suggested above, but we need longer school terms—ten months at least, and we need money to pay our teachers, also more liberally and more promptly.

The teachers earn the money—they are entitled to a living compensation for valuable services rendered the State. If by petitions we can secure the *Five Millions* for school purposes without adding to local taxation, we are sure the petition will be sent at once. Fellow teacher, do not let us delay a single day. B.

HOW TO DO IT.

A SUCCESSFUL teacher of large experience asks us to publish the following suggestions on the use of outline maps. We do so with pleasure for the benefit of those who have not had the advantages of a system of normal training, and more especially as county superintendents have wisely, as we think, introduced the topic of "current events" as a part of the examination of teachers for first grade certificates:

Observation is the basis, absolutely of all knowledge.

Children talk of what they see.

They must have something the eye can rest upon, to properly locate places mentioned in the lesson to aid the mind to hold on to the facts stated.

Hence the necessity of providing outline maps for every school, if you would have pupils study Geography properly and successfully.

If children are reciting lessons about Chicago and New Orleans, New York and San Francisco—they must have a map before them to locate properly these places or any others of which the lesson treats.

With outline maps hanging before them, the children will link State to State, and city to city, and trace not only the boundaries but the important commercial relations of each to the other.

In fact the important current news of the day, coming as it does from all parts of the country and the world, cannot be intelligently understood by the children without the use of maps.

The whole class can be taught at once with these outline maps before them, and the teacher instructs ten better and more clearly with them than they could instruct one pupil without them, hence they can do as much more work if these maps are furnished as there are pupils to be instructed.

With these maps then every lesson is linked to the work of every day life.

What do we produce more than we consume?

Where do we sell it?

What do other States or countries produce that we buy?

Where does our coffee, tea, sugar, spices and clothing come from?

We must learn all these facts and with a set of outline maps by which to locate places distinctly, we avoid the details which burden the minds of the children with useless information and enable them to get in a short time what it would take years to learn without these helps; hence every school should be furnished now with a full set of outline maps.

They can be had with a globe and a set of reading charts for a trifling expense, when the immense advantages they give every child are taken into consideration—together with the time saved.

These advantages are so obvious and clear to intelligent teachers and school officers that it only remains for school officers to take such action and supply them as the school-law prescribes.

FLORIDA.

FLORIDA, too, needs the stimulus of an intelligent, diversified industry and better schools withal, and the more prompt and liberal payment of the teachers in the State. The seventy-seven millions appropriated will help materially in this direction. Already the influx of new people into Florida is reported very great. It is estimated that twenty-five thousand have settled there within a year. A

rising industry is the manufacture of perfume from orange-flowers.

Our school systems are growing in power and importance.

Knowledge is essentially aggressive. It is always at war with something opposed to its dissemination. It fearlessly attacks error and pretension wherever it can find them. It does not wait for its natural enemies to stumble against it; but it goes forth armed to meet or chase its foes. There is never any doubt which will finally be the victor.

Is it not time something effective was done for this State? Let the House Representatives pass the Senate bill appropriating seventy-seven millions without delay, and the schools can be carried on—the teachers paid—and a new era of prosperity will be inaugurated at once.

THAT increase of wages for the teachers in Missouri, for which we have been working in this journal, has already come to the amount of \$19.62. Dr. Shannon's able administration as State Superintendent, attracted the attention of people abroad as well as at home.

Every other State ought to do as well, or better, by these faithful laborers. Our teachers are worthy of this recognition everywhere. We have advocated persistently, "National Aid," also.

The Senate has passed a bill appropriating *seventy-seven millions*! Let us urge the other branch of the material legislation to do its duty now.

EVERY private school established relieves the public schools, and there are many very excellent, loyal citizens and heavy tax payers who prefer that their children should be educated in a church or private school, even while they are loyal supporters of the public schools for those who prefer them.

THE test of true philosophy is like that of true religion. The good everywhere is one. Creed and conduct must accord. An intellectual concept which does not work inward toward God through reverence for all good, and outward toward man, through charity and love, is as barren as superstition, and as hateful as hypocrisy.—*The Platonist*.

A NUMBER of teachers subscribe for and circulate a dozen or twenty copies of this journal among the taxpayers every month. It seems to be a good investment. This journal costs only \$1.00 per year, but we have been enabled to increase the wages of every teacher in the State of Missouri \$19.62. It pays to circulate this journal, you see.

We hope every one of our 290,000 teachers will constitute him or herself a committee to circulate this petition for signatures. Sign it yourselves and get your friends to sign it. If you find any one who doubts either the *necessity* or propriety of the action invoked, we can send you the facts and figures to convince them. Clip the petition out or copy it, and get all your friends to sign it, and send it to the member of Congress from your State without delay.

NAMES.	P. O. Address.
29	

"This aid should be distributed in such way and should so long continue as is necessary, in order to equalize the facilities for common school education, and to at once elevate the status of the masses of the community to a high standard of intelligence, at which point and after which the community would, in self-defense and from the instinct which inclines men to keep a good thing when they possess it, be sure to educate itself without national help. Systems of education are best supported and most firmly fixed in the most intelligent States. Those States would as soon surrender their liberties as their schools."

Iowa has but 46,009 illiterates, and its interest in this Federal Aid bill, considered financially, amounts to \$575,147. This money can be used in increasing the compensation of teachers and aiding the normal schools. The 23,000 teachers in Iowa should emphatically call the attention of their congressional representatives to this measure by numerous signed petitions, asking them to vote for Blair's bill, when it is brought up in the House of Representatives. We hope to have a large majority of the Iowa teachers as subscribers to the AMERICAN JOURNAL OF EDUCATION before January, 1885.

AMONG the arguments used by Senator Blair in his advocacy of the \$77,000,000 appropriation for aid to common schools which recently passed the United States Senate, were the following: "A careful examination of the statistics of twenty States shows the following average results: "That one-sixth of all the crime in the country is committed by persons wholly illiterate. That the proportion of criminals among

Indiana has 110,761 illiterates and under the provisions of this measure would receive \$1,366,772, if the House of Representatives concur in the action of the Senate. The 14,000 teachers in Indiana ought to arouse their Congressmen to the importance of this question, and petition them by thousands of signatures to vote for the Blair bill.

Teachers owe it to their pupils, to their patrons and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with black boards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc.

A CLERGYMAN, after suffering a number of years from that loathsome disease, Catarrh, after trying every known remedy without success, at last found a prescription which completely cured and saved him from death. Any sufferer from the dreadful disease sending a self-addressed stamped envelope to Dr. J. A. Lawrence 250 Schermerhorn St., Brooklyn, New York, will receive the receipt free of charge.

Send for circular with full particulars.
H. CLARENCE EDDY, General Director.
Mrs. SARA HERSHEY EDDY, Vocal Director, Hershey Music Hall, Chicago, Ill.

MISSISSIPPI

American Journal of Education.

H. MAYERS Editors
J. B. MERWIN.....

MISSISSIPPI NEEDS THE MONEY.

THE Senate has passed the bill, and proposes to give in the aggregate \$77,000,000 to aid in the development and maintenance of the school system established by local government. The distribution of this money is to be made on the basis of illiteracy. Under this plan the State of Mississippi will receive about \$4,605,236 from this fund, if the Lower House of Congress adopts the measure. With this aid the educational facilities of the State could be largely increased. Let the teachers and friends of schools take hold and circulate petitions in every school district to be sent immediately to their members of the National House of Representatives, requesting them to vote for the Senate bill.

With this four and a half millions of money our State could not only increase the length of the School term to ten months, but we could as Dr. Miller suggests, materially increase the wages of our teachers.

These better teachers would create a move favorable to public sentiment.

Private schools would be helped also as the pupils would go into the higher branches after a short time.

It would popular our whole educational system. M.

ON THE MOVE.

MISSISSIPPI is on the move in the right direction in the establishment and maintenance of a first-class Industrial Institute and College for the education of white girls for the State of Mississippi, in the arts and sciences, at which girls may acquire a thorough normal school education, together with a knowledge of kindergarten instruction, also a knowledge of telegraphy, stenography and photography; also a knowledge of drawing, painting, designing and engraving in their industrial application; also a knowledge of fancy, practical and general needle work; and, also, a knowledge of book-keeping, with such other practical industries as from time to time, to them may be suggested by experience, or tend to promote the general object of said Institute and College, to-wit: fitting and preparing such girls for the practical industries of the age.

WISE SUGGESTIONS.

REV. E. D. MILLER, D. D., in an excellent and timely address before the State Teachers' Association of Mississippi at its last meeting, said: "The want of money is felt throughout the State." The constitutional term of a four months' school seems to be mandatory—but to meet this without debt teachers' salaries are reduced and then not promptly paid. Sometimes these teachers' warrants are sold on the street at a heavy discount—the teacher—bearing the loss. The consequence must be—inferior teachers then unfavorable public sentiment especially among property holders and the better class in such unfortunate localities.

In the meantime the best teachers have left because they can do better.

We must have a favorable public sentiment. There are suggestions of such practical value that we regret we cannot find room for the whole paper, but it is just here that the seventy-seven millions will come in to supplement deficiencies. This aid we work for.

This favorable public sentiment we aim to create—we do create it. Dr. Miller goes on to say:

"I do not think that our best teachers' salaries are sufficient. It is neither wise to drive them from the State, nor to compel them to seek other employment. We cannot manage successfully our educational system without our best teachers. We must look to these to give it character and influence. This, sir, is the sum of what I have said as to defects: 1st, lack of professional training; 2d, better school-houses; 3d, a more efficient supervision; 4th, more money. If these defects were removed, then Mississippi would have a system of public education, not only equal to the wants of her people, but equal to any of her sister States."

We hope every one of the more than three thousand underpaid teachers of Mississippi will sign and forward petitions to the members of Congress in the House of Representatives to pass the Senate bill, appropriating seventy-seven millions to aid education.

OHIO.

THE Cincinnati Enquirer says—rightly—that the public schools should not be maintained on a *cheese-paring* basis. The deputation of French mechanics who came to this country recently to look into our industrial and social

condition did not make an enthusiastic report in our favor. One of the faults reported against us was a defective educational system. In this particular America should be second to no country on the globe. It is especially due to the working people that the public schools lack nothing. The local application of this should not be overlooked.

What are the teachers and school officers of Ohio doing to secure the passage of the Senate bill appropriating "seventy-seven millions for educational purposes through the House of Representatives? Something effective we hope.

We have worked up an increase of the wages of every teacher in Missouri to the extent of \$19.62, and the Ohio teachers deserve all this—and more too—and can secure it if they will take hold now and insure the passage of this Senate bill through the House of Representatives.

WHAT have you done to get petitions into the hands of your representative in Congress to have the bill appropriating seventy-seven millions for education, which passed the Senate, pass the House? Here is a great and a grand opportunity to secure money to help those who most need help.

DID you read over that list of names comprising the "Roll of Honor" of United States—on page four—who voted for the appropriation of seventy-seven millions of money for educational purposes? We can trust such a list of honored names as that on the question, both as to the necessity and constitutionality of the measure.

PUPILS, parents, teachers, all in fact harmonize and work together and to some definite purpose and aim in building up the interest in the school, when the teachers use Merwin's "Aids" to school discipline.

PLEASE send all money by registered letter or postal order, or a bank check. Postage stamps taken, but the letter should be registered always.

SCHOOLS govern themselves, when our teachers use Merwin's Aids to school discipline. No tardiness, no obscenecism, no whips or scolds or threats. Peace, sweet temper and steady advancement.

CAMP'S outline maps are the best. For circulars as to size, merit and price, address with stamp for reply,

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ITHACA, N. Y.



This Electro-Photograph is from one fifteen and one half inches. When H. W. left Westtown B. S. he could calculate an almanac, but not name a star. If his Prof. knew he never told him. Twenty-one years' spare time improved brought him to the movable planisphere of the heavens at every minute. Can be set for any day. On its face, read the star; should it be a planet, by an accompanying rule and the almanac tell what its name, or where will the moon be seen, and by what star, so fully explained most any child can easily use them. To Astronomy what a map is to geography, a directory to the sky, a key to unlock the mystery in the starry heavens. No. 1, small, 41 constellations, 40 chief stars, sent by mail on receipt of thirty one-cent P. O. stamp. No. 2 is fifteen and one-half inches, constellation, painted, \$3; No. 3, ground black, star white; natural, \$3; both, a set, sent by mail on receipt of P. O. or certified check, \$6; No. 3 and 3, on glass for magic lantern, at \$6 each, or set, \$12; by Henry Whitall, No. 405 N. Fourth St., Philadelphia, Pa. The Lost Bible Leaf, \$1.50.

100 POPULAR songs! Comic songs, new songs, Irish songs, Scotch songs, old songs, opera songs; in fact, all kinds of songs, and our Album of eighty elegant, colored transfer pictures, three sets of elegant chromo, one hundred choice autograph selections, all for twenty cents, to pay cost, postage, &c.
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Your Name on 100 Gift Bordered Cards 15c.; 50, 10c. J. E. AUSTIN, Reading, Pa.

KANSAS.

IN the debate in the United States Senate on the passage of the measure proposing to give \$77,000,000 in aid of the common schools, Senator Blair said:

"I fully believe that the States will everywhere disburse the moneys received under this bill, if it becomes a law, in good faith and with as sacred regard to the demands of prudence and honor in one section of the country as in the other. For a year or two there may be some possible confusion in setting up and testing machinery, but in the existing condition of the public mind, the better way is to give outright to the States and hold them, as they desire to be held, to an undivided responsibility, to be redeemed upon their honor. We shall not trust to that honor in vain. The absolute necessities of this nation and of these States, of their darkened present and of their portentous future, demand the appropriation of public money from a full treasury to aid in the establishment and support of common schools throughout the country."

The 8,000 teachers in the State of Kansas can do a good work by securing names of citizens to petitions, asking their Congressmen to favor, by influence and vote in the House of Representatives, the Senate bill to aid public schools, and inform these congressional representatives that your State has 39,476 illiterates, and has an interest to the amount of \$486,127 in the distribution of that \$77,000,000.

The Kansas teachers are sending in large lists of subscribers to this journal, not only among themselves, but among school officers as well, showing a substantial appreciation of the permanent work it has done to increase their wages.

KENTUCKY.

AMONG the propositions deduced by Senator Blair, in his reasoning for the passage of the \$77,000,000 Educational Aid bill, were:

"That intelligence and virtue generally diffused among the masses of the people are necessary conditions to the existence of republican governments in the nation and in the States.

"That in so far as ignorance and vice exist, republican governments fail, and that although the forms of freedom may continue, yet the substance will be eaten out and ultimately the fabric itself will fall.

"That there is now in all parts of the country a dangerous degree of ignorance among the people, and that those invested with the sovereignty, which is the suffrage, are, by reason of ignorance to a dangerous degree, unfitted to exercise the functions of government."

To avert the above indicated dangers to the country, the 6,000 teachers in Kentucky can render great assistance by securing thousands of signatures to petitions, asking their Congressmen to support the Federal Aid bill when it comes up in the National House of Representatives.

According to the provisions of this measure, the Kentucky school fund will receive \$4,299,097, as it has 348,392 illiterates.

HELP NEEDED.

KENTUCKY needs help to inaugurate the new movement in Educational affairs—notwithstanding Senator Beck's outland on the Blair Bill. The agitation for better schools—for longer school terms has "come to stay."

There are over 6,000 teachers in Kentucky. Teachers who are doing faithful, efficient work for the best interests of the State.

A correspondent of the *News* states, in answer to Senator Beck's uncalled for attack on the appropriation of seventy-seven millions for educational purposes by the Senate, that there are 214,000 white persons in Kentucky who cannot read or write, and, too, that the large majority of the white children of the State are being educated by teachers, the greater part of whom are paid about eighteen dollars per month, and this about five months of the year.

Certainly there is need of help in Kentucky. This question of better schools and longer school terms, and the more prompt and liberal payment of the teachers of the State, this correspondent wisely affirms, "has come to stay. It is, and is going to be an issue. It is the most vital question before the American people. It is one of the great impulses of a higher civilization as irresistible as those blind motions of the spring that show the year is turned."

This is the right sort of doctrine. Let the six thousand teachers of the State take hold and circulate the JOURNAL, enlighten the people, and they will win. We have been enabled, by showing the value and importance of the work our teachers are doing to get an average increase of \$19.62

added to the wages of every teacher in the State of Missouri. We can do the same and more, too, for the teachers in Kentucky, if they will lay the facts we present in each issue of this journal before the tax-payers of the State.

UNDER the able and effective administration of Hon. R. D. Shannon, we were enabled to report an increase of \$19.62 in the wages paid to every teacher in the State of Missouri during 1882.

What has been done in Missouri directly to aid the teachers in this way, can be done in every other State, if the teachers will take hold and circulate this journal and get the matter properly before the tax-payers.

WHAT are the teachers and educators in Illinois doing to get the House of Representatives to act upon the bill passed by the Senate, appropriating seventy-seven millions for educational purposes?

THE total annual school income per year as reported for all States and Territories, is \$88,142,088; the total expenditure, \$85,111,442. Total estimated real value of sites, buildings, and all other school property for thirty-one States and eight Territories is \$186,143,452. The expenditure in the year per capita of pupils enrolled in public schools, thirty-seven States and seven Territories reporting, ranges from \$1.71 in North Carolina to \$21.43 in Colorado.

Seventy-seven millions added to this will give us longer school terms and the more prompt and liberal payment of our teachers.

HERE is what intelligent, diversified industry—such as the new departure of manual training given in our public schools will do: five years ago Southern Minnesota was agriculturally, and hence financially, on its back. Mortgages covered the farms. The one-crop (wheat) system was abandoned, and diversified farming, stock-raising and dairying were introduced. The result is that mortgages have been lifted, and those who were five years ago borrowers of money are now lenders.

TEACHERS occasionally order twenty or thirty or fifty copies of this journal to circulate among the tax-payers, so as to keep them posted on what is being done. It seems to be a good investment. It costs only \$1.00 per year. Still there are several of the 290,000 teachers in the United States who do not take or read this journal. We gain something on this account, in a saving on our bills for

white paper, but who can estimate the loss to our friends? We shall make room for them as fast as they come, however.

PRETTY AS A PICTURE. Twenty-four beautiful colors of the Diamond Dyes, for Silk, Wool, Cotton, &c., 10c each. A child can use with perfect success. Get at once at your druggists. Wells, Richardson & Co., Burlington, Vt.

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With Through Day Cars, Parlor Cars and Palace Sleeping Coaches.

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TEXAS.

THE United States Senate has passed a bill to give \$77,000,000 to be expended in securing benefits of common school education to all the children over ten years of age who are unable to read and write.

Senator Blair in support of this measure, said: "It is certain that the school facilities which have hitherto existed have been woefully insufficient, since more than one-ninth of the adult citizens of the country are unable to read and write. This dark belt of indefinite width which, like an unsurveyed desert, lies beyond the well-defined boundaries of ignorance and incompetency, should be constantly borne in mind with the consideration of this subject."

Texas has about 93,000 of these ignorant voters, and has 316,432 illiterates among its population, and under this Federal educational aid bill, if the action of the Senate is concurred in by the House of Representatives, Texas will receive \$3,904,716 to increase its school facilities. This State has eleven votes in Lower House of Congress, and a combined effort on the part of the 6,000 teachers in Texas to secure 75,000 signatures to petitions asking these Congressmen to favor the Senate bill will most likely carry the measure through to supplement the good work done this year in this State for schools. D.

With this *Four Millions* of money added to the available school fund of Texas—the school term can be made—as it ought to be *ten months*, and the teachers can be paid living salaries. Ex Governor Roberts says wisely: "We are posterity so far as education and its needs are concerned." Texas has a great educational future before it but it needs *now*, *Four Millions* of money for education and can get it if the House pass the Senate bill. D.

TEACHERS' INSURANCE ASSOCIATION.

THE Teachers' Insurance and Aid Association has recently been organized upon a plan of absolute safety and practicability, which is receiving the hearty endorsement of a large number of educational and careful business men. Agents wanted. Send for circular. Address A. J. Steele, Gen. Southern Agent, Memphis, Tenn. Home Office, 182 Dearborn Street, Chicago.

WE congratulate the people of Lonoke, Ark., on securing the services of such a teacher as Prof. Russell. We have helped them to two or three good teachers, but never an abler one than the man now in charge of the schools.

GEORGIA.

WHAT are our friends in this State doing to secure the passage of the bill to appropriate 77,000,000 of dollars for educational purposes by the House of Representatives. No time should be lost in sending the petition. Teachers can do very much to forward this grand movement.

The Atlanta Constitution of late date, after giving the facts as to the illiteracy prevailing in all the States, says:

"The distressing percentages of the Southern States are of course due in good part to the illiteracy that prevails among the blacks. Seventy per cent of colored persons, 10 years old and upward, cannot write. There are fully 7,000,000 blacks in the South, and the illiteracy among them is now widely regarded as a national evil, and properly as a national burden. But whether it is so regarded or not, the Southern States, crippled and impoverished by the war, are unable to cope with it. No Southern State should expect the States as a whole to care for its white illiterates; and the Blair bill guards against this by providing that a State shall devote at least one-third as much money as it receives from the Government to public schools. This third would provide the white children of each State with public school accommodations, leaving the sum drawn from the general government to be applied in the education of the blacks. Relieved of the education of the colored children, the State could keep open schools for the white children from six to nine months of the year and could afford to improve such schools in many ways. The result would soon be seen in strong public sentiment in favor of the education of all, and before the ten years had expired, the percentage of illiteracy would begin to settle perceptibly. No Southern State can, however, stand at present the taxation necessary to materially lower the record. In this State it would be necessary to raise at least \$2,000,000 a year, a rate that the agricultural counties could not, in addition to other taxes stand up under.

PRIMARY FRIDAYS.

Price, 25 cents will be found to be worth ten times its cost. Address, S. R. HENCKELL & Co., Chicago.

A BOTTLE of *Samaritan Nerve* enables one to defy asthma, nervous and general debility. "My wife had fits for 35 years," says Henry Clark, of Fairfield, Mich. "Samaritan Nerve cured her." Your druggist keeps it.

RECENT LITERATURE.

EDWIN ARNOLD, author of "The Light of Asia," passed part of the year 1883 in literary researches in Italy, where he discovered the manuscript of an unknown but beautiful Italian poem by Lorenzo the Magnificent,—seventeenth century,—entitled "Cencia." He has translated it for the Chicago Current, in which journal it will shortly be printed.

[ADAMS, C. FRANCIS, JR. A college fellow, 3d edition Lee & Shepard Boston, pap., 25.]

Mr. Adams strengthens his argument in favor of living language being studied in our colleges, in place of giving so much time to Latin and Greek, by quoting in an appendix of some 30 additional pages, other voices on the subject, specially a speech of Mr. George S. Merriam, made before the Yale Alumni, at Springfield, Mass., last October, and another by Prof. James, of the University of Penn., published in the *Popular Science Monthly*, Jan., 1884.

Harper's Bazar gossips as follows about the personnel of the following well-known American writers: "Miss Blanche Willis Howard is reported to be a magnificent blonde of generous proportions, with hazel eyes. Miss Phelps is tall dark-haired, with long features, facile mouth, and sympathetic deep blue eyes. Nora Perry has a petite and finely modeled figure, clear gray eyes, and luxuriant gold-colored hair. Miss Alcott is very tall and stately, with thick dark hair, bluish-gray eyes and strong features. Mrs. Burnett is of medium height, and inclining to embonpoint. Her hair is a reddish gold, her features large, and her face lighting up in conversation. Mr. Howells is short and rotund, dark and handsome, with an iron-gray mustache and careless dark hair. Mr. Aldrich is slender; his expression is fair and fastidious, his profile fine; his mustache is blonde, with waxed ends. Henry James is of medium height and stout, with dark-brown eyes and ruddy complexion; he is slightly bald, and resembles the Prince of Wales. Julian Hawthorne is tall and large, hazel-eyed and handsome, with some slight resemblance to his father.

CATARRH—A NEW TREATMENT.

Perhaps the most extraordinary success that has been achieved in modern medicine has been attained by the Dixon treatment for Catarrh. Out of 2,000 patients treated during the past six months, fully ninety per cent have been cured of this stubborn malady. This is none the less startling when it is remembered that not five per cent of the patients presenting themselves to the regular practitioner are benefited, while the patent medicines and other advertised cures never record a cure at all. Starting with the claim now generally believed by the most scientific men that the disease is due to the presence of living parasites in the tissues, Mr. Dixon at once adapted his cure to their extermination; this accomplished, the Catarrh is practically cured, and the permanency is unquestioned, as cures effected by him four years ago are cures still. No one else has ever attempted to cure Catarrh in this manner, and no other treatment has ever cured Catarrh. The application of the remedy is simple and can be done at home, and the present season of the year is the most favorable for a speedy and permanent cure, the majority of cases being cured at one treatment. Sufferers should correspond with Messrs. A. H. DIXON & SON, 305 King street west, Toronto, Canada, and enclose stamp for their treatise on Catarrh.—*Montreal Star*.

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Ask the same physicians

"What is the most reliable and surest cure for all liver diseases or dyspepsia, constipation, indigestion, biliousness, malarial fever, ague, &c., and they will tell you:

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And compounded into Hop Bitters, such a wonderful and mysterious curative power is developed which is so varied in its operations that no disease or ill-health can possibly exist or resist its power, and yet it is

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CHAPTER II.

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No injurious substances enter into the composition of **HALL'S HAIR RENEWER**, and it is not a dye. Its vegetable ingredients render it in the highest degree beneficial to the scalp as a preventive of disease. Its effects are natural and lasting, and it does not make the hair dry and brashy, like the so-called restoratives compounded with alcohol.

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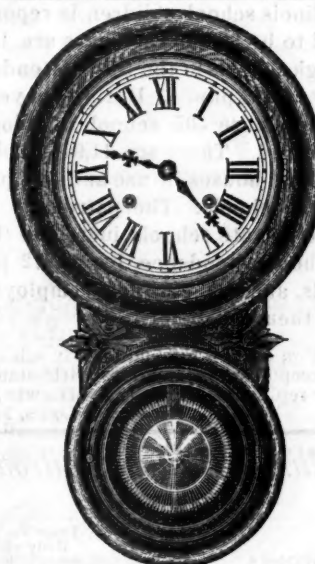
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WHAT IS CATARRH?

From the Mail, (Canada,) Dec. 15.

Catarrh is a mucous purulent discharge caused by the presence and development of the vegetable parasite amoeba in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: Morbid state of the blood, as the blighted corpuscle of tubercle, the germ poison of syphilis, mercury, toxemia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in constant state of irritation, ever ready for the deposit of the seeds of these germs which spread up the nostrils and down the fauces or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to discover a cure for this distressing disease by the use of inhalants and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

Some time since a well-known physician of four years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fails in absolutely and permanently eradicating this horrible disease, whether standing for one year or forty years. Those who may be suffering from the above disease should, without delay, communicate with the business managers, MESSRS. A. H. DIXON & SON, 305 King Street West, Toronto, and get full particulars and treatise free by enclosing stamp.

16-12

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ILLINOIS.

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"In Pennsylvania, Ohio and Illinois, three great central States, where self support is not difficult, one in ten of the illiterates is a pauper, while of the rest of the population only one in 300 is a pauper.

"The key to self-support is education."

The 24,000 teachers in Illinois can assist in giving this key to the 145,397 illiterates of that State by circulating petitions for tens of thousands signatures asking their Congressional Representatives to concur in the Senate's action, so as to give \$1,794,174 to the school fund of Illinois.

We find the following valuable and interesting summary of the statistics of education in Illinois in the advance sheets of the report of Hon. Henry Raab, State Superintendent:

"It appears that there are 1,540,918 minors in the State, of which 779,832 are males under 21 years of age, and 761,086 are females. The State is divided into 11,502 school districts, and schools are held in all of them excepting sixty-four. The average daily attendance of the 717,385 enrolled pupils is 461,817. The male pupils number in the graded schools

153,100; in the ungraded schools, 212,712. In the graded schools there are also 158,018 female pupils. The instruction of this vast army of growing children employs the time of 7,740 male teachers and 14,807 female teachers. The male teachers are paid an average monthly salary of \$49, and the females receive \$38.99 per month. The highest monthly wages paid to male teachers is \$270, and no female receives more than \$190 per month. For the support of the schools a district tax levy of \$6,692,972.47 was made in August, 1882.

"The value of the school property is estimated at \$19,732,206; of the school libraries, \$96,612; and of school apparatus, \$228,031.

"The average daily attendance of Illinois school children is reported to be 99.3 days. There are 151 high schools in the State attended by 11,212 pupils. During the year there were 307 school buildings erected. There are 11,976 public school houses in use and 731 private schools. The patronage of the private schools increases the school attendance by 69,272 pupils, and the teachers employed in them number 1,754."

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Illinois Central Railroad

TIME TABLE.

STATIONS	Train No. 3	
	Daily except through sleeper Sunday.	Daily with Chicago to New Orleans.
Leave Chicago.....	8:10 a. m.	8:30 p. m.
Arrive Birmingham.....	4:40 p. m.	3:45 a. m.
Arrive Odessa.....	7:10 p. m.	5:45 a. m.
Arrive Centralia.....	7:35 p. m.	6:10 a. m.
Leave Centralia.....	10:05 p. m.	6:15 a. m.
Arrive Cairo.....	4:05 a. m.	10:50 a. m.
Arrive Martin.....	7:40 a. m.	12:25 p. m.
Leave Martin.....	10:40 a. m.	10:15 p. m.
Arrive Nashville.....	7:30 p. m.	10:00 a. m.
Arrive Milan.....	9:10 a. m.	2:15 p. m.
Leave Milan.....	12:55 p. m.	3:30 a. m.
Arrive Memphis.....	4:15 p. m.	8:15 a. m.
Arrive Jackson, Tenn.....	10:40 a. m.	4:00 p. m.
Leave Jackson, Tenn.....	10:45 a. m.	3:21 a. m.
Arrive Mobile, Ala.....	1:50 a. m.	5:40 a. m.
Arrive Grand Junction.....	12:45 p. m.	6:00 p. m.
Leave Grand Junction.....	6:22 p. m.	6:22 p. m.
Arrive Memphis.....	8:20 p. m.	8:30 p. m.
Arrive Jackson, Miss.....	10:45 p. m.	3:21 a. m.
Leave Jackson, Miss.....	5:40 a. m.	5:40 a. m.
Arrive Vicksburg.....	8:00 a. m.	8:00 a. m.
Arrive New Orleans.....	7:15 a. m.	11:00 a. m.

NOTE.—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (85 1/2 hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE.—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE.—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

NOTE.—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at DuQuoin, at 12:15 a. m., and again at Jackson Tenn., direct for Mobile.

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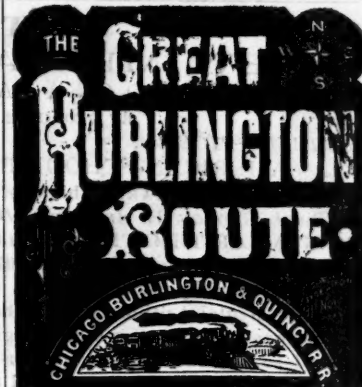
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